POWER OF PRESCHOOL
EVALUATION AND DATA COLLECTION
REPORTING HANDBOOK

Power of Preschool
Evaluation and Data Collection
Reporting Handbook

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Introduction

The First 5 California Annual Reporting system is an online service that allows First 5 county commissions to submit data via the internet. This tool supports First 5 county commission Annual Report, School Readiness and Power of Preschool (PoP) data reporting requirements.

This handbook is in five parts and provides instructions on reporting data and responses to the outcome and process measures for the PoP programs:

- Part I Participant Summary
- Part II Core Outcome Measures
- Part III Core Process Measures
- Part IV Additional Information
- Part V Contact Information and Submission

Each includes the purpose of the form, what's new with the form, auto-generated edit information, the evaluation question and its relation to the original Evaluation Plan Matrix, data sources, data collection strategy, and line-by-line instructions.

Web-Based Reporting

First 5 California now collects PoP evaluation report data through the new Web-based reporting system. The Excel reporting tool used previously is no longer acceptable for reporting PoP data.

Users will have the ability to save, print and submit data until November 1, 2008. Begin the reporting process early to ensure submission as all auto-generated edits must be fixed before successful submission.

You can access this online system at https://services.ccfc.ca.gov/AnnualReports/

Instructions for accessing and using the Web-based forms are at:

http://www.first5eval.com/PDF/0708reporting/0708%20User%20Instructions.pdf

Reporting Reminder

Counties are also required to include PoP data in their annual County Demographic Worksheet (AR-2) as part of their county Annual Report. Additional information regarding the AR-2 form is in the Annual Report guidelines on Page 14:

http://www.first5eval.com/PDF/0708reporting/0708%20Guidelines%20070208.pdf

PART I

Participant Summary

Purpose
Use the Participant Summary form to record data about the children served in your PoP program. This form focuses on specific demographics of young children who have benefitted from the program.

What's new
Based on county input, we added this new form to record additional participant data. Use this form to report unduplicated counts of program enrollees. Record basic information on individual characteristics, such as ethnicity and race, and ask for counts of children identified as disabled or special needs, and English Language Learners.

Auto-generated edit information
The system automatically calculates and displays participation counts and rates using the data that you input.

Part I. Participant Summary	

Item	Line Item Instructions
A. Total Number of Participants Served	Enter the unduplicated count of PoP participants that your program has served from the beginning of the year to 6/30 of this year.

Item	Line Item Instructions
B. Participant Ethnicity/Race	Enter only one ethnicity/race per PoP child in 1 – 9 below.
1. Alaska Native/ American Indian 2. Asian 3. Black/African American 4. Hispanic/Latino 5. Pacific Islander 6. White	Enter the count of PoP children of each ethnicity/race.
7. Multiracial	To report multiracial counts, select Enter Here. A new window will open. Enter the count of PoP children within each ethnicity/race combination from the multiracial list. The total multiracial count will automatically display on the Participant Summary form after you select "save", then "close".

8.	Other	If the ethnicity/race is not listed in 1 – 7 above, list each "other" ethnicity/race category and the count of children within each category, if possible. Enter the total number of PoP children included in "other".
9.	Unknown	Enter the count of children with unknown ethnicities/races.
10.	Total Count Ethnicities/Race	This auto-generated total must equal the Total Number of Participants Served reported in "A" above. If not, revise 1 – 9 for accuracy.

C.	Disabled and Other Special Needs	Provide a count of the total number of PoP participants identified as having a disability or other special needs. Refer to the revised definition of special needs: http://www.first5eval.com/PDF/Special%20Needs%20Def%2001_08.pdf
1.	Disabled/Special Needs at Enrollment	Enter the total number of children who were disabled or had special needs upon enrollment into PoP.
2.	Not Disabled / Special Needs at Enrollment	Enter the number of children not identified as disabled or special needs upon enrollment. The auto-generated total shows the percentage rate of disabled/special needs children at enrollment.
3.	Year End Disabled / Special Needs	Enter the total number of disabled or special needs children as of 6/30. The auto-generated rate is the percent of the year-end disabled/special needs count to the total participants served.
4.	Unknown	If you are unable to establish a disabled or special needs count as of 6/30, describe reporting challenges here.

D.	English Language Learner (ELL)	Enter the total number of PoP ELL participants served from the beginning of the year to 6/30 of this year.

PART II

Core Outcome Measures

Purpose
Use Part II to record data on the core outcome measures as detailed in the PoP evaluation plan. The information collected from these five questions evaluates the success of the program.

What's new
- Revised DRDP-R data collection to include only children who were assessed in both the beginning and the end of the year
- Revised form to record both current and previous year's training for teachers and administrators
- Added ability to report narrative data on effective strategies and services for disabled and special needs children

The data sources and the data collection strategies for each measure are listed along with each core measure question.

Auto-generated edit information
The system automatically calculates and displays counts and rates using the data that you input.

Part II. Core Outcome Measures

1. Are children who participate in First 5 Preschool Demonstration Project programs better prepared to be successful in Kindergarten and Early Elementary grades?
(Evaluation Plan Matrix (EPM) question #7)
2. Are we closing the "achievement gap" experienced by the diverse populations of California's youngest children, including those with disabilities and other special needs and English Language Learners (ELLs)?
(EPM question #8)

Data Sources	Program administrative data
	Pre/post DRDP-R scores
Data Collection Strategy	Kindergarten entry data: surveys of K teachers, parents; direct observation/testing of children
	DRDP-R resources:
	http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp

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http://www.wested.org/desiredresults/training/

The average ratings for DRDP-R aggregate scores can be compiled by using the Excel spreadsheets located at the link below:

Preschool Desired Results Developmental Profile-Revised (DRDP-R) Group Data Summary for up to 35 children (XLS; 110KB)

Preschool Desired Results Developmental Profile-Revised (DRDP-R) Group Data Summary for up to 80 children (XLS; 140 kb)

Note: For this report, provide the yellow highlighted information from the "Overview".

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<tr>
<td>A</td>
<td>BEGINNING OF YEAR</td>
<td>

This part collects the aggregate DRDP-R subscale scores at the beginning of the pre-K year.

- The Desired Results are the overall "Scale" outcomes.

- The "Subscale" responses are the measures/indicators.

- Report on the development levels:
    - Not Yet at First Level
    - Exploring
    - Developing
    - Building
    - Integrating

IMPORTANT – Only report matched assessments, including the DRDP-R level for children that have both a beginning and end of year assessment.

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<tr>
<td colspan="2">Child Desired Result 1</td>
<td>Using your input data, the average aggregate scale scores are automatically calculated and displayed in the corresponding fields.</td>
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<tr>
<td></td>
<td>1 Self Concept
2 Social-Interpersonal Skills
3 Self-Regulation
4 Language</td>
<td>Enter the number of children that scored at each of the levels.</td>
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<tr>
<td colspan="2">Child Desired Result 2</td>
<td>Using your input data, the average aggregate scale scores are automatically calculated and displayed in the corresponding fields.</td>
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5 Learning 6 Cognitive Competence 7 Math 8 Literacy	Enter the number of children that scored at each of the levels.
Child Desired Result 3	
9 Motor Skills	Enter the number of children that scored at each of the levels.
Child Desired Result 4	
10 Safety and Health	Enter the number of children that scored at each of the levels.

Number in Beginning Year Report	Enter the number of children that are included in the Beginning of the Year report.

B	END OF YEAR	Report the DRDP-R subscale scores as above from the end of the pre-K year. REMINDER: Only report matched assessments, including the DRDP-R level for children that have both a beginning and end of year assessment.

Number in End of Year Report	Enter the number of children that are included in the Beginning of the Year report. The number reported in both the beginning and end of the year should match.

3. Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 Preschool Demonstration Project programs? (EPM question #3)

Data Sources	Program administrative and accountability data Narrative (for description of inclusion practices)
Data Collection Strategy	Director survey/interview Administrative data collection form programs

A		For each screening tool:
1	Screening Tool Name	Select the name of the screening tool used from the drop-down list. If the tool is not listed on the drop-down list, select "other"

		and enter the name of the screening tool.
		(You may enter up to 10 screening tools.)
2	Screened Children Description	Describe which children this tool is used for.
3	Screening Timing	Describe when the screening was administered.
4	Screening Administration	Describe who administers the screening.
5	Screened Count	Enter the number of children who were screened with this tool from 07/01/07 – 06/30/08.

		Screened and Referred for Assessment:
B	Whole Group Count	Enter the total number of screened children who were referred for assessment between 07/01/07 – 06/30/08.
C	Ethnicity/Race - Referred 1. Alaska Native/ American Indian 2. Asian 3. Black/African American 4. Hispanic/Latino 5. Pacific Islander 6. White 7. Multiracial	Enter the ethnicity/race count of PoP participants referred for assessment between 07/01/07 – 06/30/08.
	8. Other	If the ethnicity/race is not listed in 1 – 7 above, enter the count of PoP referrals who identify with "other" race.
	9. Unknown	Enter the count of PoP referrals with unknown ethnicities/races.
	10. Total Count Ethnicities/Race	This is an auto-generated calculation. The entered ethnicity/race counts must equal the Whole Group count reported in "3B" above.

D	ELL Count	Enter the count of PoP ELL participants who were referred for assessment between 07/01/07 – 06/30/08.

E	Inclusion Practices	Describe any inclusion practices implemented within the PoP programs.

4. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 PoP programs?

(EPM question #2)

Data Sources	Program administrative data
Data Collection Strategy	PoP child/family application and enrollment data collected Program Director Survey or interviews Refer to the revised definition of special needs: http://www.first5eval.com/PDF/Special%20Needs%20Def%2001_08.pdf

A	Special Outreach Efforts	Describe any special outreach efforts made to encourage children with special needs to enroll in PoP.

B	Information Limitations	Describe any issues surrounding collecting information related to this measure.

5. Do more preschool teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs, and children who are ELLs?

(EPM question #5)

Data Sources	Child development permit data from the California Department of Education Program-level personnel data Program administrative and accountability data
Data Collection Strategy	Teacher survey/interviews Program Director survey/interviews Refer to the revised definition of special needs: http://www.first5eval.com/PDF/Special%20Needs%20Def%2001_08.pdf

A1	PoP courses/ training this year	From the drop-down list, select the FY 07-08 PoP-funded courses/trainings that helped teachers and administrators gain skills in working with ELLs or children with special needs. Select all that are applicable. (Hold down the ctrl key to select multiple courses.) If the course or training is not in the drop-down list, describe it in the narrative box.
A2	PoP courses/ training anytime	Describe any PoP-funded courses/trainings (outside of FY 07-08) that helped teachers and administrators gain skills in working with ELLs or children with special needs.

B1	Additional training this year	From the drop-down list, select the FY 07-08 other-funded courses/trainings that helped teachers and administrators gain skills in working with ELLs or children with special needs. Select all that are applicable. (Hold down the ctrl key to select multiple courses.) If the course or training is not in the drop-down list, describe it in the narrative box.
B2	Additional training anytime	Describe any other-funded (outside of FY 07-08) courses/trainings that helped teachers and administrators gain skills in working with ELLs or children with special needs.

C1	PoP-trained Teachers - ELLs	Enter the number of PoP-trained teachers who work with ELLs as of June 30, 2008. Enter the percent of PoP-trained teachers who work with ELLs as of June 30, 2008.
C2	PoP-trained Teachers - Special needs	Enter the number of PoP-trained teachers who work with children with special needs as of June 30, 2008. Enter the percent of PoP-trained teachers who work with children with special needs as of June 30, 2008.

D1	PoP-trained Administrators - ELLs	Enter the number of PoP-trained administrators who work with ELLs as of June 30, 2008. Enter the percent of PoP-trained administrators who work with ELLs as of June 30, 2008.
D2	PoP-trained Administrators - Special Needs	Enter the number of PoP-trained administrators who work with children with special needs as of June 30, 2008. Enter the percent of PoP-trained administrators who work with children with special needs as of June 30, 2008.

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PART III

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Core Process Measures

Purpose
Part III collects data on the core process measures as detailed in the PoP evaluation plan. The information collected from these five questions evaluates the performance of the process.

What's new
- Expanded the collection of ECERS-R scores
- Revised teacher qualifications collection form

Auto-generated edit information
The system automatically calculates and displays counts and rates using the data that you input.

The data sources and the data collection strategy for each measure are listed after the line item instructions for each measure.

Part III. Core Process Measures

1. Are quality criteria effectively implemented in First 5 Preschool Demonstration Project programs? (EPM question #4)

Data Sources	ECERS-R and FDCRS/FCCERS
	Program administrative and accountability data
Data Collection Strategy	Classroom observations
	Program Director survey/interview
	Administrative data collection
	Teacher survey

	Report the average global Early Childhood Environment Rating Scale-revised (ECERS-R) scores of participating centers.
A. Average Global ECERS-R Scores	Enter the overall scale score of all programs.
	If the information is available, enter the average global scale scores by:

		State Preschool Head Start General Child Care Other (describe below)

		Report each of the average ECERS-R subscale scores of participating centers.
B	Average Subscale ECERS-R Scores	Enter the overall program scores by each subscale.
	1. Space and Furnishings	If the information is available, enter the average subscale scores by:
	2. Personal Care Routines	State Preschool Head Start General Child Care Other (describe below)
	3. Language-Reasoning	
	4. Activities	
	5. Interaction	
	6. Program Structure	
	7. Parents and Staff	

Other		If data is entered into the Other category, describe the "other" provider type(s) reported on above.

C	Average Subscale ECERS-R Scores	Report each of the average ECERS-R subscale scores by new and improved spaces AND by quality level.
	1. Space and Furnishings	If the information is available, report the average subscale scores by new spaces and by improved spaces. Enter those subscale scores by quality level:
	2. Personal Care Routines	Entry Advancing First 5 Quality
	3. Language-Reasoning	
	4. Activities	
	5. Interaction	
	6. Program Structure	
	7. Parents and Staff	

D	Administered ECERS-R when and by whom	Describe when the ECERS-R was administered.
		Describe who administers the ECERS-R.

E1	Average	If applicable, enter the average global Family Day Care

	FDCRS/FCCERS score	Rating Scale/Family Child Care Environmental Rating Scale (FDCRS/FCCERS) score of participating family childcare home, as measured by an outside rater.
E2	Administered FDCRS/FCCERS when and by whom	Describe when the FDCRS/FCCERS was administered. Describe who administers the FDCRS/FCCERS.

F	Teacher's degree, level, and permit	Report the following as of 7/01/07 <u>and</u> 6/30/08:
	1-6. Degree	Enter the number of PoP master teachers that were at each degree level. (Report only the highest degree.)
	7-9. Quality	Enter the number of PoP master teachers that were at each quality level.
	10-16. Permit	Enter the number of PoP master teachers that were at each permit level.
		Report the same information as above for assistant teachers.
		<u>Note</u>: The number of teachers must be equal in each category. For example, if there are 10 assistant teachers reported in the degree category, report the same 10 assistant teachers in the quality and the permit levels.
	Total	Auto-generated calculation: Using the data that you input above, teacher totals and percentage rates are automatically calculated and displayed in the corresponding fields.

G	Changes in Teacher Quality	Describe issues/trends, etc. related to changes in the teacher's degree, level, and permit rates.

2. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children, particularly with children from diverse cultural and linguistic backgrounds?

(EPM question #9)

Data Sources	Program administrative data
	Pre/post DRDP-R scores
Data Collection Strategy	DRDP-R
	Kindergarten entry data; surveys of K teachers, parents; direct observation/testing of children

Effective Strategies and Services	Describe the strategies and services.

3. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?   (EPM question #10)

Data Sources	Program administrative data Pre/post DRDP-R scores
Data Collection Strategy	DRDP-R Kindergarten entry data; surveys of K teachers, parents; direct observation/testing of children

Effective Strategies and Services	Describe the strategies and services.

4. What are the most effective Preschool Demonstration Project outreach strategies for parents?   (EPM question #1)

Data Sources	Program administrative and accountability data Narrative (for description of outreach efforts)
Data Collection Strategy	PoP child/family application and enrollment data collected Program Director Survey or interviews for info re: waiting lists, list of outreach strategies used

A	Outreach Strategies - Programs/Providers	Describe the outreach strategies used to enroll programs/providers. If your approaches have changed over time, describe why. (For example, "We initially sent out flyers but found that community workshops were much more effective.")

B	Types of Providers Enrolled	Enter a check in each box of provider types enrolled.
	Provider Type Summary	This is an auto-generated calculation that will sum the number of provider types checked above.

C	Outreach Strategies - Families	Describe the outreach strategies used to enroll families (if applicable.) If not applicable, describe why. (For example, "Our policy is to leave enrollment of families up to individual program sites." Or, "For this first year, we focused solely on enrolling programs.")

D		PoP Spaces Available
D1	PoP Spaces Enrolled	Enter the number of PoP spaces enrolled as of 10/31/07.
D2	PoP Spaces Not Enrolled	Enter the number of PoP spaces not enrolled as of 10/31/07.
D3	Enrollment Rate	This is an auto-generated calculation that represents the enrollment rate as of 10/31/07.
E	Enrollment Disparity	Describe the reasons for any disparities between the number of spaces available and enrolled.

F	Applicants Heard About Program	Explain how PoP *applicants* from 07/01/07 – 06/30/08 heard about the program.
		Provide the number and percent of applicants that heard about the program via each method described.

G	Enrollees Heard About Program	Explain how PoP *enrollees* from 07/01/07 – 06/30/08 heard about the program.
		Provide the number and percent of enrollees that heard about the program via each method described: overall and by race/ethnicity; ELL; and special needs status.

5. Are parents included in, and satisfied with, the PFA programs?
(EPM question #6)

Data Sources	Desired Results Parent Survey
	Narrative (for description of strategies to include parents)
Data Collection Strategy	Family interviews

A	Strategies - Parents	Describe the strategies used to "include" parents in PoP programs.
B	Parent Survey Scores 1. Overall Quality 2. Feel Safe/Happy 3. Received Information 4. More Information 5. Easier For You 6. Program Characteristics	Report the aggregate scores for items 1 – 6 from the Desired Results Development Profile-Revised (DRDP-R) parent survey instrument using the measurement in February 2008 or closest to that date. If that is not available, use the last measurement of the preschool year. Enter the number of parents that scored at each of the levels.

C	Parent Responding	Enter the number of parents responding to the parent survey instrument.

D	Survey Timing	Report when the DRDP-R parent survey was administered.

PART IV

Additional Information

Purpose
The purpose of this form is to allow local counties the ability to share additional information with First 5 California.

What's new
- Ability to collect information regarding local evaluation efforts
- Ability to attach files

Local Evaluation	Describe any completed, on-going or planned local PoP evaluation efforts. Attach completed evaluations below.

Attachments	Attach any files that you would like to send to First 5 California, such as:
	• Optional evaluation measure results
	• Individual DRDP-R data
	• Local evaluations
	In the Attachments field, browse to locate the file that you want submitted and select Attach.
	All files that have been attached for submission will be listed.

Comments, if any	Include any additional comments, questions, concerns, etc. that you would like to send to First 5 California.

PART V

Contact Information and Submission

Purpose
The purpose of this part is to finalize submission of the PoP report.

Certification	Review the submission certification. Submission of the reporting form signifies agreement with the certification.
Contact Information	Enter the name, phone number and email address of the person certifying the report.
	Refer to the User Instructions for further system information.
	http://www.first5eval.com/PDF/0708reporting/0708%20User%20Instructions.pdf